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ABSTRACT

Readings, activities, and teaching strategies for a secondary unit on black women are included in this teacher handbook. Instructional material is divided into four sections. Following a note on the use of the booklet, section 1 consists of 24 two-page biographies of black women, including Selma Burke, Lena Horne, Leontyne Price, Charlayne Hunter-Gault, and Sarah Breedlove Walker. Section 2 consists of 5 activities or games that teachers can reproduce. These are a word find puzzle, an acronym puzzle, a famous person matching game, a calculating game, and a word scramble. Answer keys are also provided. Section 3 contains five writing assignments designed to provoke thought and discussion. These focus on black women in the community, careers, an analysis of "Roots," student opinions, and dream interpretation. Teachers are provided with sample essay topics. Section 4 lists several additional activities that will involve students in linking the achievements of the notable black women studied in this unit to "hands on" or artistic activities. The unit concludes with an 18-item selected bibliography and a unit evaluation form. (LP)

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NOTABLE BLACK WOMEN

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NOTABLE BLACK WOMEN

Michigan Department of Education

Office for Sex Equity

January, 1984

The research and preparation of this booklet was completed by Nancy Ellin. A 1958 graduate of Swarthmore College, Ms. Ellin has been involved in the civil rights movement for some time. In 1964 she participated in Mississippi Freedom Summer. In the early 1970's she coordinated a textbook study for the Committee to Study Sex Discrimination in the Kalamazoo Public Schools. Later she travelled to Michigan schools as a member of an on site team, conducting research on sex discrimination in secondary vocational programs. Currently Ms. Ellin is a homemaker in Kalamazoo, Michigan, where she holds active membership in the A.C.L.U., N.A.A.C.P., and Planned Parenthood. An avid reader in many subject areas, she is continuing to collect details and anecdotes on the lives of notable black women.

The booklet was edited by Nancy Haas, who is a staff consultant with the Office for Sex Equity.

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Copies of this booklet are available free of charge by writing to the Office for Sex Equity, Michigan Department of Education, P. O. Box 30008, Lansing, MI 48909.

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INTRODUCTION

The names of the people who have, or have had, the most influence on our lives are not always household words. Few can name the presidents of our large corporations or the inventors of such necessities as facial tissues and the safety pin.

The achievements of women are particularly unknown and those of Black women even more so. For this reason, Notable Black Women is being published by the Office for Sex Equity, Michigan Department of Education, to fill a void in the accounts of persons who have contributed to, or continue to shape, our country. Whether a sense of history dictates she be referred to as Miss, Mrs., or Ms., each of the twenty-four women included in this booklet has made a significant mark on the history of Blacks by a unique contribution as a woman and as a Black. Part of an increasing number of women who are belatedly being recognized as champions, leaders and persistent "fighters," these Black women testify to the fact that because of their race and sex, our society has been enriched through what they achieved.

Perhaps one of the greatest difficulties in preparing this booklet, aside from a lack of detailed reference books, was selecting those to be cited in Notable Black Women, for there are thousands of Black women who, for a variety of reasons, will never be singled out in history books or even

make the news pages. Every sizeable community has at least one notable Black woman. This book is dedicated to one such woman, Mary Mace Spradling of Kalamazoo, Michigan, without whose monumental work, In Black and White, this effort would scarcely have been possible.

A NOTE ON THE USE OF THE BOOKLET

This booklet is designed to be used by teachers and students who are interested in learning more about the lives and achievements of famous black women. Twenty-four women are presented in Section One, each with a two page biographical sketch.

Section Two includes five activities or games that teachers can tear out for reproduction. Section Three contains five activities that are more complex, thought provoking writing assignments. Section Four lists several additional activities that will involve students in linking the achievements and history of these women to "hands on" or artistic kinds of exercises. At the end of the booklet is an evaluation form, which will assist the authors in determining the usefulness of the information and activities contained in the booklet. If you develop any other ways to use this booklet, we would appreciate hearing from you. The evaluation form and any comments you may have should be sent to the Office for Sex Equity, P. O. Box 30009, Lansing, MI 48909.

MARY MACE SPRADLING (1911 -)

Mary Mace Spradling grew up "in a separate society in a small Kentucky town." She attended segregated schools and never visited a real library until she went away to Kentucky State College. Because she loved books, the library became her favorite place, and she spent her summers working there.

Mrs. Spradling wanted to become a librarian, but she could not afford the education. Instead, she spent 15 years teaching high school French in Kentucky and South Carolina. She married Louis Spradling, a grade school principal.

The pull of libraries was still strong. After spending several summers working in a branch library in Louisville, Mrs. Spradling made a pact with her husband that if he would pay her way to library school, she would send him to graduate school. Mrs. Spradling received her library degree from Atlanta University in 1949.

Her first librarian job was with the Louisville branch library, which was very popular with high school students. Mrs. Spradling became especially interested in working with young adults. In 1957 she learned that the public library in Kalamazoo, Michigan needed a young adult librarian. Mr. Spradling urged her to apply for the job, and she was invited to come for an interview. Mrs. Spradling took the long bus trip from Kentucky to Michigan, certain that she would never be hired when they saw she was black. Her interview went well, and afterward the library director took her out to lunch.

Mrs. Spradling still remembers her first experience eating in an unsegregated restaurant. For the first time in her life she would be working in a "mixed society." She accepted the job and the challenge. For the next three years she had a "commuter marriage" until Mr. Spradling took a teaching job in Kalamazoo.

Mrs. Spradling was successful as a young adult librarian. She took a one year leave of absence in 1969 to organize a branch library in a mostly black neighborhood in Kalamazoo. The library was named for Alma Powell, a very popular black library worker.

During her years of work in Kalamazoo, Mrs. Spradling became keenly aware of the difficulty students had finding materials on black Americans. With the encouragement of the library director, Mrs. Spradling began to do some research. In 1971 she published the first edition of her book, In Black and White.

Mrs. Spradling's book listed black people whose names had appeared in print. It described their achievements and where to read more about them. The first edition contained about 1800 names. Libraries all over the country asked for the book, and a commercial publisher became interested. A third edition, published in 1980, contains information about more than 15,000 black people and organizations. Two supplements to In Black and White, to be published in 1984, will contain 7500 names each. Mary Mace Spradling's book teaches us that there is no limit to the achievements of black people. Mrs. Spradling gave her time and expertise to make this booklet possible.

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CONSTANCE BAKER MOTLEY (1921 -)

Constance Baker Motley was an excellent student at her high school in New Haven, Connecticut. She hoped to become a lawyer, but her father, a cook, could not afford to pay for her college education. Mrs. Motley worked at various jobs, trying to save money.

Two years after her high school graduation, Mrs. Motley attended a meeting at a black community center. The meeting had been called by the Board of Directors to find out why so few people used the center. Mrs. Motley made a speech. She said that because the directors were all white, the black community felt that the center was not really their place.

The next day one of the directors checked Mrs. Motley's grade record. He said he would pay for as much education as she wanted and quoted Abraham Lincoln: "An independent voice is God's gift to a nation."

Mrs. Motley attended college at Fisk University and at New York University. She graduated from Columbia University Law School in 1946. During her time there she worked for a year as clerk to Thurgood Marshall, who was chief counsel for the N.A.A.C.P. (National Association for the Advancement of Colored People) Legal Defense Fund.

After graduating from law school, Mrs. Motley went to work for the Legal Defense Fund and eventually became chief counsel herself. She argued and won nine cases before the United States Supreme Court. She got Charlayne Hunter-Gault

and Hamilton Holmes admitted to the University of Georgia and James A. Meredith admitted to the University of Mississippi. She defended students who were arrested in sit-ins. Once she was the lawyer for Dr. Martin Luther King, Jr. She also won cases that desegregated public transportation and public recreation places.

Mrs. Motley believes that the goal of the civil rights movement is dignity. "You can have twenty-seven degrees from twenty-seven different universities, but if your skin is different, you are still forced to use the door marked 'colored'. We want to end that," she said. She felt that the law was one important way "to end all state-enforced racial segregation in the public life of the American community."

In 1963 Mrs. Motley's career took a different turn. She ran for, and won, a seat in the New York State Senate, becoming the only woman in the Senate. In 1964 she was elected President of the Borough of Manhattan, though she was not to hold that post long. In 1966 President Johnson appointed her as a federal judge for the Southern District of New York. The first woman to be appointed a federal judge, she is the chief judge of that district today. Mrs. Motley used to argue before judges and wait for their decisions. Today she hears the arguments on both sides and then decides who is right. Constance Baker Motley is always careful to see that the legal rights of all Americans are protected in her court.

SELMA BURKE (1901 -)

You probably have a work of art by a black woman in your pocket. Do you have a Roosevelt dime? The portrait of President Roosevelt was taken from a plaque sculpted by Selma Burke.

In 1944 the Fine Arts Committee for Washington, D.C. wanted to place a portrait plaque of President Roosevelt in a government building. They invited sculptors to compete for the honor of making this plaque. Ms. Burke won.

In some ways Ms. Burke seemed an unlikely person to win such an honor. A black woman from Mooresville, North Carolina was not expected to become a sculptor. In fact, Ms. Burke's mother made her study nursing so that she could earn a living. Ms. Burke did train to be a nurse, but she soon gave up nursing and headed for New York City to study art.

Ms. Burke won a scholarship to the Columbia University School of Architecture. Later, winning a grant from the Rosenwald Foundation, she was able to study with famous teachers in Europe. In 1941 she received her Master of Fine Arts degree.

During World War II Ms. Burke worked in a factory and as a truck driver in the Brooklyn Navy Yard. "I felt that during the war artists should get out of their studios," she said.

When she went to see President Roosevelt for the first time, she dressed up very carefully and wore a fine hat. But the President was so friendly that in no time at all Ms. Burke had taken off her hat and her shoes and was crawling around the room to get views of his head from all angles! President

Roosevelt sat for Ms. Burke twice, but died before their third appointment.

Ms. Burke knew that Mrs. Roosevelt would think the plaque made the President look too young. Ms. Burke was ready when Mrs. Roosevelt came to her studio in New York City and objected. Ms. Burke replied, "This profile is not for today, but for tomorrow and all time." She persuaded Mrs. Roosevelt that her husband should be remembered as he was before he became old and sick.

Ms. Burke became a well known sculptor. She made many portrait busts, some of famous people like Dr. Martin Luther King, Jr., A. Philip Randolph, and Mary McLeod Bethune. Ms. Burke nearly always had a teaching job at an art school or college. Art, according to Ms. Burke, is a good way for people of all races and economic levels to learn to respect each other.

Ms. Burke once used art to bring people together in another way. In Mooresville, black children were not allowed to use the public library. After Ms. Burke became famous, some people asked her to make a bust of a beloved local doctor. Ms. Burke donated the bust to the Mooresville library on the condition that black children be allowed to use the library. The town accepted her gift and her condition.

Ms. Burke has spent a lifetime dedicated to art. Her works can be found in many museums, and a museum in Pittsburgh, Pennsylvania is named for her. Yet how fortunate we all are to be able to buy a sample of Selma Burke's art for just ten cents!

SEPTIMA POINSETTE CLARK (1898 -)

When she wrote the story of her life in 1962, Septima Poinsette Clark told about her father, a former slave. Though he could not read or write, he was a true gentleman, always ready to help anyone, black or white, who was in trouble. Mrs. Clark grew up to be like her father, with no room in her heart for hate.

Unlike her father, however, Mrs. Clark got an education. Both of her parents worked hard so that she and her seven brothers and sisters could go to school. Mrs. Clark graduated from high school in Charleston, South Carolina and got a teaching job so she could help her family.

Mrs. Clark loved to teach and was always ready to learn how to be a better teacher. She went to college whenever she could and finally earned a college degree in 1942 and a Master's degree in 1946.

Wherever she was teaching, Mrs. Clark was also active in the community. She worked with the N.A.A.C.P. in 1920 to get the Charleston school system to hire black teachers for black schools. She also worked with the N.A.A.C.P. in Columbia, South Carolina when Thurgood Marshall won a court case giving equal pay to black and white teachers. While she was teaching in Charleston after World War II, Mrs. Clark helped to integrate the Young Women's Christian Association (Y.W.C.A.), Community Chest, and Tuberculosis Society fund drives.

After the Supreme Court ruled segregated schools illegal in 1954, the Charleston school board was afraid that black

people would demand that their schools be desegregated. Mrs. Clark's activities were especially suspicious because she had brought in a group of black and white people from the Highlander Folk School to work with black parents. In 1956 she lost her job with the Charleston Public Schools.

Because Mrs. Clark had worked for Highlander during several summers, the school was eager to hire her as director of education and workshops. Highlander Folk School in Monteagle, Tennessee, had been set up to help people work together to solve problems in their communities.

One problem Mrs. Clark worked out involved a method for teaching adults to read so that they could vote. Before the Voting Rights Act of 1965, most Southern states required black people who wanted to register to vote to read and explain difficult parts of the state's constitution.

Her students saw a direct connection between reading and improving their lives, and they learned quickly.

In 1959 the Tennessee state police raided Highlander and arrested Mrs. Clark on the ridiculous charge that she had been selling liquor. Though the charges against her were dropped, the state managed to find a way to close the school in 1961. Mrs. Clark then joined Dr. Martin Luther King Jr.'s Southern Christian Leadership Conference (SCLC or "Slick") and continued to train people to read in citizenship schools.

Helping black people become good citizens made America a great country. Septima Poinsette Clark is a great American citize

MARIAN WRIGHT EDELMAN (1939 -)

Growing up in South Carolina, Marian Wright Edelman always knew about race discrimination and always knew that it was wrong. She was determined that no one would make the color of her skin a reason to deny her her rights, and she was determined to win equal rights for all black people.

In 1960, while she was attending Spelman College in Atlanta, Georgia, black students began to demonstrate against restaurants and lunch counters that refused to serve black customers. The students would go into the restaurant, sit down and refuse to leave until they were served. (These demonstrations were called sit-ins.) Mrs. Edelman planned the strategy for the sit-ins in Atlanta and helped to found a new civil rights group, the Students Non-Violent Coordinating Committee (S.N.C.C.).

Because Ms. Edelman saw that the civil rights movement needed more lawyers, she attended Yale Law School after graduating from Spelman. In her first job with the N.A.A.C.P. Legal Defense Fund, she wrote the brief for the first sit-in case the Fund took to the Supreme Court. Then she became head of the Fund in the state of Mississippi. In 1966 Ms. Edelman became the first black woman to receive a license to practice law in Mississippi.

Ms. Edelman soon began to see that winning court cases was not the only solution to the problems of black people in America. Lawyers could win the right for black children

to attend desegregated schools, but what if their parents could not afford to buy shoes for them? She began to think more and more about other ways to help children.

One way was a new government program called Head Start. Under Head Start, schools were started for four year old children to help them learn how to be good students when they went to public schools. When the state of Mississippi refused to apply for Head Start money, Ms. Edelman founded the Child Development Group of Mississippi. Her group got Head Start funds and set up schools all over the state. The program helped children and it also helped their parents by giving them jobs in the schools. These people could not be fired from jobs for doing civil rights work.

Ms. Edelman had to spend a lot of time in Washington, D.C., talking to government workers and members of Congress about her Head Start program and its needs.

She found that even people who were not active in the civil rights movement would help her in her work for children. In 1973 Ms. Edelman was a founder of the Children's Defense Fund (CDF), which she still heads. Her group is looking for ways to make life better for all children in America.

DR. ANGELLA D. FERGUSON (1925 -)

When Dr. Angella D. Ferguson began her practice as a pediatrician, or children's doctor, parents often asked her questions: "When should my baby start to crawl?" and "Shouldn't my baby be sitting up by now?" Dr. Ferguson knew that the usual ages for babies to sit, crawl, and stand, were based on studies of only white children. She wondered if the same standards would apply to black babies.

Dr. Ferguson decided to find out. She and another doctor studied lots of black babies at different ages. The found out that babies from poor families did not have high chairs or playpens. Because they could move around more, they learned to sit and crawl at a younger age. Dr. Ferguson's study showed that a baby's development is shaped by how she or he is brought up, regardless of race.

While she was studying healthy babies, Dr. Ferguson often saw children who were suffering from sickle cell anemia.

Sickle cell anemia is an inherited defect in the blood cells. Most of the people who get sickle cell anemia are black. Sickle cell victims have "crises" in which they become very sick and are in a great deal of pain. Dr. Ferguson knew there was no cure for sickle cell anemia, but she thought she could reduce the suffering. By carefully studying her young patients, Dr. Ferguson was able to find ways of preventing crises. Dr. Ferguson worked with parents to help them take the best care of their children. She also spoke

to teachers about the special needs of children with sickle cell anemia.

In the late 1960's sickle cell anemia suddenly became news. With more money for research, scientists began to try methods that Dr. Ferguson felt were useless. After nearly twenty years of work, Dr. Fergusor ended her research and began to think about new interests in medicine.

Her new interest was something entirely different: she was asked to oversee the construction of a new hospital for Howard University Medical School. The old hospital was more than one hundred years old. Congress, which provided the money for Howard University, had agreed to spend seventeen million dollars. Dr. Ferguson had to persuade the people in Congress that a teaching hospital is different from a community hospital and therefore, more expensive. She explained the needs so well that by the time the hospital was completed, Congress had spent forty-three million dollars.

Dr. Angella Ferguson still works in the hospital she helped to build for Howard University as a Professor of Pediatrics and Child Care at the Medical School.

MARY HATWOOD FUTRELL (1940 -)

Mary Hatwood Futrell learned to work hard early in her life. When she was five years old, her father died. Ms. Futrell's mother worked at three jobs as a servant to make money to pay the medical bills. She left lists of chores for Ms. Futrell and her sisters to do while she was at work. If they didn't do their work, Ms. Futrell's mother would wake them up when she came home and make them finish the work then. Sometimes there were "words" in the family since Ms. Futrell was always "strong-headed and independent." Ms. Futrell's mother also made her daughter work hard at school. Because Ms. Futrell was a good student, her teachers helped her to get scholarships after she graduated from the segregated Lynchburg, Virginia public schools. Between her college semesters Ms. Futrell did domestic work until she graduated from Virginia State University with a degree in business education.

Ms. Futrell began teaching in Alexandria, Virginia in 1963. Two years later, when the schools were desegregated, there were bad feelings between black and white people. Ms. Futrell and other teachers set up "rap sessions" so that people could talk to each other and stop feeling hatred.

Having cooperated with other teachers to make desegregation work, Ms. Futrell became active in the teachers' organization, the Alexandria Education Association. Like all members of the National Education Association (NEA), the

local teacher's group tries to win better pay and working conditions for its members. It also works for better schools and a better education for all children.

Ms. Futrell worked hard for the Alexandria Education Association and became its president in 1973. Later she was elected president of the Virginia Education Association. In 1982 Ms. Futrell was elected president of the NEA.

As president, Mary Hatwood Futrell leads this Association which has a membership of 1,700,000 people and an annual operating budget of $77 million. Ms. Futrell plans to work through the Association to strengthen education in America. "I think we have a good system," she says. "How can I make it better? How can I help the children of this country? That's what I want to do." By electing her president, the membership of the Association has shown that they believe she will accomplish her goal.

LORRAINE HANSBERRY (1930 - 1965)

Lorraine Hansberry didn't know if she wanted to be a writer or an artist. She found out one day when, as a student at the University of Wisconsin, she attended a play called Juno and the Paycock by the Irish writer, Sean O'Casey. The mother's sadness in the play moved her so deeply that from then on she knew she wanted to write like that about black people.

In 1950 Ms. Hansberry decided that she didn't belong in college. She headed for New York City and became a reporter for Freedom, a newspaper run by Paul Robeson. She also worked hard on learning how to write. After many years of work she completed a play called A Raisin in the Sun.

A Raisin in the Sun opened on Broadway in 1959, starring Claudia McNeil, Sidney Poitier, Ruby Dee and Diana Sands. It told the story of a black family on the south side of Chicago who bought a house in a white neighborhood. The characters Ms. Hansberry created seemed like real black people so that audiences of all races could understand their problems and be happy with their successes. Raisin was a great hit and won for Ms. Hansberry the New York Drama Critics Circle award. She was the first black woman and the youngest person ever to win this award.

Ms. Hansberry became famous. She enjoyed getting lots of fan mail and being invited to make speeches. People paid attention to her when she spoke about civil rights. She was

proud that her success inspired other black writers. Yet she felt that there was so much more she wanted to write. She began work on two new plays, hoping to write other things as well.

It was not to be. Ms. Hansberry developed cancer and knew she was dying. She had to be carried from her hospital bed to see her second play, The Sign in Sidney Brustein's Window, when it was produced on Broadway in 1965. She had nearly finished a play about Africa when she went blind and lost her speech. Recovering briefly, she remembered what she had once written: ". . . I trust that someone will complete my thoughts -- this last should be the least difficult since there are so many who think as I do."

She was right. Many people think as she did, and many of them have learned to respect Lorraine Hansberry as one black American woman who stood up for equal rights through her writing.

PATRICIA ROBERTS HARRIS (1924 -)

Patricia Roberts Harris faces a strange difficulty in winning acceptance as a political leader who understands the needs of black people. Because she and her husband are successful professional people, blacks and whites may think that she cannot understand the needs of people who are not so well off. Ms. Harris considers this accusation most unfair.

Ms. Harris understood race prejudice very well when she was growing up in Matoon, Illinois, a town with 15,000 white people and 200 blacks. She was a very good student. After making excellent grades in high school, Ms. Harris won a scholarship to Howard University in Washington, D.C.

She graduated from Howard in 1945 with highest honors. Ms. Harris wanted to study law but decided that there were too few opportunities for black women lawyers. Instead she did graduate work at the University of Chicago and became program director of the Young Women's Christian Association there.

In 1949 Ms. Harris became assistant director of the American Council on Human Relations. Later she took a job as executive director of her sorority, Delta Sigma Theta. She changed the sorority's direction so that it became active in community service.

Ms. Harris was married by then to a lawyer who taught at Howard University Law School. He persuaded her to consider going to law school. In 1960 Ms. Harris graduated with honors from George Washington University Law School. She went to

work for the Justice Department and also taught at Howard University Law School.

In 1965 President Lyndon Johnson asked Ms. Harris to be Ambassador to Luxembourg. She was America's first black female ambassador. Other "firsts" followed. In 1969 she became the first black female dean of Howard Law School, but resigned when she disagreed with student demands. She then went to work for one of the most important law firms in Washington. In 1977 when President Jimmy Carter asked her to head the Department of Housing and Urban Development (HUD), she became the first black woman Cabinet member. In 1979 she held another Cabinet position as head of the Department of Health, Education and Welfare (HEW).

Though Ms. Harris is not in public life today, she continues to be active in organizations that work for justice and equality. "If my life has any meaning at all, it is that those who start as outcasts may end up being part of the system." Patricia Roberts Harris is still trying to make the system work for others as it worked for her.

LENA HORNE (1917 -)

Lena Horne spent her childhood either on the road with her actress mother or staying with various friends and relatives. She never had a place where she really felt she belonged. When she was sixteen her mother took her out of school and got her a job in the chorus line at the Cotton Club in Harlem. Ms. Horne was soon given a spot of her own in the show, which meant that she could tour with her own company.

In spite of this success, Ms. Horne really wanted to have the family life she had never known as a child. She married at the age of nineteen and had two children. The marriage did not last because, as she says today, she and her husband were both too immature. When she realized that she would have to support her children, Ms. Horne began to take her work seriously. She developed her own style of singing and found songs that were right for her.

Ms. Horne's big break came in the early 1940's when she was signed by Metro Goldwyn-Mayer (MGM). It was the first time a big movie company had signed a black actress to a long term contract. Until then black actresses had been given movie roles only as maids or comics. Ms. Horne's contract said that she would never be asked to play the role of a servant. Though she was never in a stereotyped role, she was given real acting parts only in a few all-black movies,

as herself, singing in a nightclub, in a part of the film that would be clipped out for all-white southern audiences.

Ms. Horne became very famous. Some people called her the most beautiful woman in the world. Night club owners knew that they would make money if she sang for them. Ms. Horne demanded that her contracts allow people of all races to be admitted to her show.

During this time, when the United States was fighting in World War II, the Army asked Ms. Horne to sing for the troops. She was shocked to find that black soldiers were not allowed to attend her shows with the white soldiers. She usually had to give two shows at each Army camp. Ms. Horne quit performing for the Army after a show at which German prisoners of war had better seats than black Americans.

After the War, following some disagreements with MGM, she made no more movies until The Wiz in 1978. Because of her interest in the Council of African Affairs and her friendship with Paul Robeson, some people thought she was a Communist. She was not allowed to sing on the radio or television. Yet she made a triumphant return to Broadway in 1957 in the musical Jamaica. Since then she has always had as many singing jobs as she wants. Today Lena Horne is a grandmother and still beautiful, as well as beloved as a great black woman of American music.

CHARLAYNE HUNTER-GAULT (1942 -)

At the age of twelve Charlayne Hunter-Gault knew she wanted to be a journalist. She had many interests and thought that being a reporter would help satisfy her curiosity. She was editor of her high school newspaper and before she became a paid reporter, she was in the headlines herself!

Charlayne Hunter-Gault decided to study journalism at the University of Georgia. Although she was an outstanding student in high school, Ms. Hunter-Gault could not just mail in her application and wait for the University to accept her. Segregation in education had been illegal for five years, but the University of Georgia still refused to admit black students. It took a year and a half of legal struggles by Mrs. Constance Baker Motley and the N.A.A.C.P. Legal Defense Fund before Ms. Hunter-Gault and her high school classmate, Hamilton Holmes, became the first black students to attend the University of Georgia.

The day after they were admitted, there was a riot outside Ms. Hunter-Gault's dormitory, and she had to be rescued by state troopers. Though there were no more violent episodes, Ms. Hunter-Gault was never accepted by most of the white students. Her life there was hard and lonely. Grit pulled her through until 1963, when her graduation made headlines all over the world.

Ms. Hunter-Gault's first job after graduation was as a reporter for the New Yorker magazine. In 1967 she entered

the world of television as an investigative reporter for the NBC station in Washington, D.C. She also co-anchored the evening news.

Because she really wanted to write, Ms. Hunter-Gault became a reporter for the New York Times. During her stay at the Times, Ms. Hunter-Gault won three awards for her news stories. By the fall of 1977, Ms. Hunter-Gault felt ready for a new challenge. She joined the MacNeill-Lehrer Report, a TV news program on PBS (Public Broadcasting System). On this show she interviewed experts and important people in government about recent news events. The job required a great deal of research and intelligence. Now that the MacNeill-Lehrer Show is an hour long, she appears nearly every evening as the New York City correspondent. Charlayne Hunter-Gault is truly an outstanding American journalist.

FANNIE LOU HAMER (1917 -1977)

Fannie Lou Hamer's grandfather was a slave. When Mrs. Hamer was born in Sunflower County, Mississippi, it seemed that black people still did not have much freedom. All the big plantation owners were white and the black workers had to do as they were told or be fired. Schools for black children were broken down shanties and their books were discards from white schools. Often the roads in black neighborhoods were not paved, and many houses did not have running water. All the judges, sheriffs and mayors in Sunflower County were white. They did not have to pay attention to black people because black people were not allowed to vote.

Though Mrs. Hamer knew that these conditions were wrong, she did not know what to do. Besides, she and her husband had to work very hard just to make a living. Mrs. Hamer worked on a plantation and her house belonged to the plantation owner.

In 1961 some young people from the Student Non-Violent Coordinating Committee (SNCC, or "Snick") came to Sunflower County. They wanted to help black people register to vote. Most of the black people were afraid, but Mrs. Hamer decided that the time had come to register to vote. The next day she was thrown off the plantation where she had worked for nineteen years. Two weeks later Mr. Hamer lost his job.

Mrs. Hamer didn't give up. She went to work for SNCC

and discovered that she was a good planner and organizer. She worked to get people to register to vote. She helped decide the best ways to persuade Congress and the President to pass laws that would make it possible for black people in Mississippi and in the rest of the South to vote. She gave many speeches all over the country.

During this time she was arrested and beaten by the police. Nightriders shot at the Hamers' house. When other people saw that Mrs. Hamer kept on trying, it also gave them courage not to quit. More and more people of all races joined the movement until finally in 1965 the Voting Rights Act was passed.

Today Mississippi is still a poor state, though life is not quite so hard for black people. Many black people have been elected to office. White lawmakers now recognize the power of the black vote. Mrs. Hamer welcomed these changes which she had helped to bring about but she did not stop organizing. Until her death in 1977, she worked to get black people to vote and to run for office. She worked for equal opportunity for women and for a better life for farmers. Fannie Lou Hamer had proven that even a poor and uneducated black woman could make a difference.

MAHALIA JACKSON (1911 -1972)

Mahalia Jackson grew up in New Orleans, Louisiana, surrounded by music. She heard all kinds of music, but best of all she loved the singing in her mother's Baptist church. Because Ms. Jackson had a big voice, she was singing in the Baptist choir at the age of five.

Ms. Jackson was still very young when her mother died and the family was separated. Ms. Jackson and her brother were taken in by an aunt and uncle. After she finished first grade, Ms. Jackson took an after-school job to help with expenses. She helped her twelve year old cousin clean and babysit for a white family. Finishing eighth grade, she went to work in a laundry, all this time saving money. When she was sixteen, she made a big move to Chicago to live with another aunt. She had seen that there was no opportunity for her in the South.

In Chicago Ms. Jackson worked as a cleaning woman. She soon found a church where they sang the songs she loved and became a soloist in the choir. She and some friends formed a singing group which sang for church events, sometimes for pay. In 1934 Ms. Jackson made her first record and earned a little money from it.

At that time many black people did not approve of gospel singing and white people had never heard of it. Some of Ms. Jackson's friends tried to persuade her to learn to sing blues. Ms. Jackson always refused. "Blues are the songs of despair," she said. "Gospel songs are the songs of hope."

In 1939 a black composer named Thomas A. Dorsey asked Ms.

Jackson to sing his songs so people would buy them. He had written many gospel songs, including Dr. Martin Luther King Jr.'s favorite, "Precious Lord Take My Hand." Ms. Jackson travelled through the South with him for five years, singing in black churches.

By then Ms. Jackson wanted to travel less. She opened a beauty parlor and a flower shop in Chicago. Her businesses were successful, and on weekends she sang. In 1946 she made a record of a gospel song called "Move on Up a Little." It was an immediate success. Suddenly everyone wanted to hear gospel. Ms. Jackson sang on television, appeared at Carnegie Hall in New York City, and toured Europe. People everywhere loved her and her songs. Ms. Jackson sang to raise money for Dr. King's non-violent campaign for civil rights. No matter how many times she sang for big audiences, Ms. Jackson always found time to sing in small black churches. "The church is my filling station. I get inspiration there," she said.

Though Ms. Jackson's health grew bad and the doctors wanted her to rest, she kept on singing. In 1971, while singing for American soldiers in Germany, Ms. Jackson collapsed. She was brought home to Chicago, where she died early in 1972. Six thousand people came to her funeral in Chicago. In New Orleans the Governor of Louisiana and the mayor joined fifty thousand mourners as Mahalia Jackson, Queen of Gospel, was buried not far from her childhood home.

DR. RUTH B. LOVE

Dr. Ruth Love wanted to learn so she could help to educate others. Believing in education, she went to college and in 1954 began teaching in the public schools in Oakland, California. While she was teaching and later when she had other jobs, Dr. Love kept on going to school. She earned a Master's degree and a Ph.D.

In 1971 she went to Washington, D.C. to set up a program called "Right to Read" for the government. The goal of this national program was to teach illiterate Americans how to read. Yet many people in government were not really interested. Dr. Love found that she had to struggle constantly for money for the program. Despite the obstacles, some progress was made.

Suddenly the Oakland School District was in the news. The Superintendent of Schools had been murdered. The Board of Education wanted Dr. Love to come back and take over his job. Dr. Love decided to accept the challenge.

People of many different races lived in Oakland. Dr. Love had to persuade them that she was fair to everyone. Dr. Love had to develop a system that could teach all children, regardless of race and regardless of where they lived. She had to please the School Board, the principals, the teachers, parents and the business community. She worked every day and long into the evening.

Dr. Love set up a Curriculum Council for the Oakland

School system. Goals were set for each grade. Dr. Love wanted each graduate to be qualified for college or for a job. The plan began to work; the students' test scores improved every year.

In March of 1981 Dr. Love accepted a greater challenge: she became Superintendent of Schools in Chicago, Illinois. The system had many problems when Dr. Love took the job. It was out of money. Many of the school buildings were old and overcrowded. To make matters worse, the Chicago schools were always in the middle of political struggles.

When Dr. Love took the job in Chicago, she said, "I'm not looking for a rose garden, and I'm sure I won't find one." What she found was more like a briar patch! If the Chicago school system is to be turned into a "rose garden", it can only be by a tough, experienced educator like Dr. Ruth B. Love.

TONI MORRISON (1931 -)

Toni Morrison could read before she went to school. All through her childhood she read books of all kinds. When she went to Howard University in 1949 and later earned a Master's degree at Cornell, Ms. Morrison studied literature.

Ms. Morrison thought she was preparing to teach English at a college. In fact, she did teach for some years at Howard and later at other universities. Yet her real involvement with books was in quite a different way.

In 1966 Ms. Morrison moved to Syracuse, New York, and became an editor for a textbook company. She tried to make the company's textbooks show black people as they really are. At night she worked on her first novel, The Bluest Eye.

After a year and a half, Ms. Morrison became an editor for a large publishing company, Random House, in New York City. Her job was to read the manuscripts of new books and work with authors to improve them. She also found new writers for her company to publish. Ms. Morrison especially enjoyed working with black writers. Because she was good at her job, she was promoted to senior editor.

In the late 1960's people were beginning to be interested in books by and about black women. Ms. Morrison became known as an author when her book, The Bluest Eye, was published in 1969. She published her second novel, Sula, in 1973. Song of Solomon was published in 1977. It won for Ms. Morrison the fiction award of the National Book Critics Circle. She was

the first black woman, and only the second black person, to win this award. She also won an award from the American Academy of Arts and Letters.

Ms. Morrison's first three books were about black people in small towns in the midwest. She used memories of her home town of Lorain, Ohio and the odd people she used to meet there, like the women who conjured with roots or used magic for healing. Readers thought that Ms. Morrison would always write about the same sort of people, but Tar Baby, her fourth book, published in 1981, is set in the Carribean and has black and white characters.

When a new book by Toni Morrison comes out, she has to travel, appear on television talk shows, and give interviews to newspapers and magazines as a part of most writers' jobs today is to help sell their books. Yet Ms. Morrison tries to keep as much time as she can for writing. "Writing is for me the most extraordinary way of thinking and feeling. It is the one thing I do that I have absolutely no intention of living without," she says.

Ms. Morrison's friend, Leontyne Price, said of her books, "She paints pictures with words, and reading or hearing those words is like listening to music." The girl who loved to read had given readers more books to love. Let us hope there will be many more books by Toni Morrison.

ELEANOR HOLMES NORTON (1937 -)

Eleanor Holmes Norton grew up in Washington, D.C. where the only public places blacks and whites could share were seats on a city bus. Despite this, her parents told Eleanor and her sisters that they were as good as anyone else. They said that the kind of white people who believe in segregation are ignorant and mean.

Ms. Norton knew that she wanted to help people in some way when she grew up. She thought about being a missionary or a teacher or a doctor. While she was at Antioch College, she decided that the best way she could fight injustice was to be a lawyer. After college she attended Yale Law School and graduated in 1964.

For a year Ms. Norton was clerk for a federal judge. Then she worked for the American Civil Liberties Union (A.C.L.U.), an organization which defends the freedoms guaranteed under the Bill of Rights. There Ms. Norton specialized in free speech, which is protected by the First Amendment to the United States Constitution.

While Ms. Norton was with the A.C.L.U., the civil rights movement and the movement against the war in Vietnam were in full swing. Ms. Norton and the A.C.L.U. helped people who were trying to defend their right to protest. They defended the right to all kinds of free speech. In 1968 the Mayor of New York City tried to keep Governor George Wallace of Alabama from making a racist speech in Shea Stadium. Ms. Norton

represented Governor Wallace and won him the right to appear.

The Mayor of New York City did not hold a grudge. In 1970 he asked Ms. Norton to head the city's Commission on Human Rights. Her job was to see that no one was discriminated against because of race, sex or any other reason. People who felt that they had been treated unfairly could complain to the Commission. If the claim were true once investigated, the person making the complaint would get justice. Ms. Norton was proud of the fact that almost two thirds of the claims were settled within three months.

In 1976 President Jimmy Carter asked Ms. Norton to head the Equal Employment Opportunities Commission (E.E.O.C.) in Washington. The E.E.O.C. works to prevent discrimination in jobs - in hiring, firing, and promotion. When Ms. Norton came to the E.E.O.C., she found over one hundred twenty-three thousand cases waiting to be settled! Ms. Norton directed the E.E.O.C. so it worked better. She got Congress to pass laws to make the E.E.O.C. stronger. Even the businesses that the E.E.O.C. investigated thought the Commission was doing a better job under her leadership.

Unfortunately, when a new president was elected, Ms. Norton lost her job. Today she teaches at the Georgetown Law Center in Washington. Her students are learning to share her faith in the law as a way of ending injustice. Perhaps some day Ms. Norton will be in public office again. Perhaps America will again benefit from her dedication and wisdom.

LEONTYNE PRICE (1927 -)

Leontyne Price grew up in Laurel, Mississippi where her father was a carpenter in a sawmill and her mother was a midwife. Music was their spare time activity. They listened to all kinds of records. Ms. Price's mother sang solos in the church choir and her father played in the church band. Ms. Price sang in the choir, too, and studied piano.

When her mother took her to hear Marian Anderson, Ms. Price knew she wanted to become a great singer like her. After graduating from high school, Ms. Price studied singing at Central State University in Wilberforce, Ohio. She also studied to become a music teacher, in case her singing career was not successful.

Ms. Price graduated from college in 1948. She won a scholarship to the Juilliard School of Music in New York City, but she had no money to pay her living expenses. When her aunt told her white employer about Ms. Price's problem, the family offered to pay Ms. Price's living expenses. Later, Paul Robeson gave a benefit performance that raised one thousand dollars for Ms. Price.

While she was at Juilliard, Ms. Price sang in a student opera. The composer, Virgil Thomson, asked her to appear in a Broadway show he had written. The show, though it did not last long, had an important result for Ms. Price. Ira Gershwin heard her sing and asked her to play Bess in George Gershwin's opera Porgy and Bess. The show was a great success. It ran for two years, between 1952 and 1954. It had a national tour

and was sent to Europe by the United States Department of State.

Ms. Price's career was launched. In 1955 she was the first black person to star in an opera on television. In 1957 she made her first appearance on an opera stage in San Francisco. She also sang at the great opera houses in Europe.

Ms. Price made her debut at the greatest opera house in America, the Metropolitan Opera Company of New York City, in 1961. Her singing earned her a forty-two minute ovation! Between 1961 and 1969 she appeared at the Met one hundred and eighteen times. When the Met moved to Lincoln Center in 1966, Ms. Price had the lead role in a new opera especially written for the occasion.

During the 1970's Ms. Price chose to perform in fewer operas, with fewer pressures, and instead give more performances at recitals. "Today I do exactly as I please," she says. "That is the true sign of success." Though her voice is still glorious, Ms. Price is preparing for the time when she can no longer perform. She remembers how much her teachers meant to her and plans to teach, to pass on to promising students the lessons and encouragement she received. Perhaps one of her students will become a great singer, but there will never be another Leontyne Price.

BARBARA GARDNER PROCTOR (1931 -)

Barbara Gardner Proctor's childhood was desperately poor. Part of the time she lived in North Carolina in a shanty which had no running water or electricity. She was brought up by her grandmother, who always told her, "You're not cute, but you're smart, and you're going to amount to something."

Ms. Proctor lived up to her grandmother's words. She worked hard in school and won a scholarship to Tallegeda College. Most college students graduate with one college degree, but Ms. Proctor worked so hard that she earned two college degrees.

After college Ms. Proctor worked for a time as music critic and contributing editor for Downbeat Magazine. Later she was international director of a record company for three years. These jobs were interesting and challenging, but Ms. Proctor decided that she wanted a career that demanded very careful writing. She went to work for an advertising agency in Chicago.

In 1970 Ms. Proctor refused to write a television commercial which she considered offensive to women. The advertising agency fired her. Ms. Proctor sensed that if she wanted to write ads that were satisfactory to her, she would have to run her own agency.

To start her own business, Ms. Proctor asked the Small Business Administration (S.B.A.) for a loan of eighty thousand

dollars. As a policy the S.B.A. asked Ms. Proctor to pledge some of her property in case she could not repay the money. Ms. Proctor told them that her pledge (or collateral) was her own professional reputation. She got the loan. She named her agency Proctor and Gardner, thinking that people would assume that the other partner was a man.

Running her own business was not easy. After Proctor and Gardner opened, there were no clients for seven long months. Then the agency landed a big contract to write ads for a very large grocery store chain. The business grew. Proctor and Gardner specialize in advertising directed to the black community. The agency will not write ads for cigarette and liquor companies. It will not accept clients who sponsor violent shows on television. Proctor and Gardner has a staff of black and white men and women because Ms. Proctor hires people according to their ability. It was estimated that in 1983 Proctor and Gardner would handle twelve million dollars worth of advertising. Barbara Gardner Proctor has proven that with talent and hard work it is possible to own a business, to stick to principles and to make money at the same time.

AUGUSTA SAVAGE (1900 -1962)

Augusta Savage discovered art when she was six years old, while playing with clay which she dug from the ground near her home in Florida. Her family was very poor, and her father thought that making images was a sin. She attended overcrowded segregated schools.

When Ms. Savage was fifteen, she moved to West Palm Springs, Florida, where the schools were better. The principal took an interest in the young artist. He persuaded her father, a minister, that art could be used for religious purposes. He even paid Ms. Savage to teach clay modeling at school.

Ms. Savage attended a teacher's college, but realized that she really wanted to study art. At Cooper Union in New York City, classes were free, and her teachers were so impressed with her work that they arranged for a scholarship to pay for her living expenses. She was paid to make sculptures of such famous black leaders as Dr. W. E. B. Dubois and Marcus Garvey.

In 1922 Ms. Savage learned that 100 American women were being invited to study at a summer art school in France. She was turned down because she was black. Many people of all races, outraged by the unfairness, gave speeches and wrote articles in the newspapers.

After finishing at Cooper Union, Ms. Savage supported herself with jobs in factories and laundries. Working on her sculptures only in her spare time, she created a head of a

young Harlem boy and named it Gamin. The sculpture was so good that the Julius Rosenwald Fund gave Ms. Savage money so that she could finally study in France. She travelled around Euope, studying sculptures everywhere.

When Ms. Savage returned to the United States in 1932, the country was in a depression. She knew she could never make a living selling her works, so she opened the Savage School of Arts and Crafts in Harlem. The Carnegie Foundation provided free lessons for children. The school became an important gathering place for black artists.

The Works Progress Administration (WPA) art project hired many good black artists to paint pictures for public buildings as a result of her organizing and putting pressure on the WPA. Ms. Savage also made sure that black artists got some of the supervisory jobs with the WPA.

Many of Ms. Savage's sculptures were lost because she could not afford to cast them in bronze. Many thought she could have been a better and more famous artist if she had not spent so much time helping other people. Augusta Savage disagreed. She said, "If I can inspire one of these youngsters to develop the talent I know they possess, then my monument will be in their work."

MARY CHURCH TERRELL (1883 - 1954)

Mary Church Terrell believed that all people should have equal rights and opportunities. Her life was spent working for these goals.

Mrs. Terrell's parents were slaves. Her father taught himself to read and write and had a responsible job on his master's steamship. After freedom he entered business and became an important property owner in Memphis, Tennessee. Mrs. Terrell's mother ran the city's most popular beauty parlor. They could easily afford to send their daughter north to high school and college.

Mary Church Terrell came to Oberlin College, where women were expected to take the two year "lady's course." Instead Mary Church Terrell took the four year "gentleman's course," which included such "unladylike" subjects as Greek and Latin. She did very well in her college work and later spent two years in Europe, learning to speak French, German, and Italian.

Mrs. Terrell's father thought she should stay home and keep house, but Mrs. Terrell thought she should put her education to work. She was teaching school in Washington, D.C. when she met and married Robert Terrell, who later became the first black federal judge. Married women were not allowed to teach then, so Mrs. Terrell had more time to work for the rights in which she believed.

In the 1890's women were fighting for the right to vote. Mrs. Terrell gave many speeches about women's voting rights and often picketed the White House. She also became a popular lecturer about rights for black people. White audiences were often surprised because they had never seen an educated black woman before. She persuaded many people that black people deserved equal opportunities.

Mrs. Terrell continued to fight injustice all her life. When she was an old woman, she and some of her friends tried to buy a meal in a restaurant in Washington, D.C. When the manager asked them to leave, she filed a lawsuit. She led picket lines and sit-ins when she was eighty-nine years old. In 1953 the Supreme Court ruled that Washington restaurants had to serve all "respectable people." Mary Church Terrell was happy with this victory, but she had no intention of stopping her work. "Keep on going. Keep on insisting. Keep on fighting injustice," she said in one of her last speeches before she died.

ALMA W. THOMAS (1892 - 1978)

Alma W. Thomas grew up in Columbus, Georgia. From her earliest years Ms. Thomas loved the beautiful fields and flowers at her grandfather's plantation. She loved the bright colors of the clothes her mother sewed. She had no chance to see works of art, but there was an artist in her that saw the beauties of the world.

When Ms. Thomas was ready for high school, her family moved to Washington, D.C. so that she and her sisters could receive a better education. Ms. Thomas attended a trade school, where the art room was "like heaven to her." She took every art class the school offered. She also studied hat making, sewing, and cooking.

Though most of the members of the Thomas family were professional, educated people, Ms. Thomas was better at making things with her hands than in school subjects. Instead of going to college, she attended a teacher training school and became a kindergarten teacher.

After World War I Ms. Thomas thought she should make a change from teaching. She decided to study costume design at Howard University. The head of the art department recognized her abilities. He helped her study works of art and taught her how to be a sculptor.

Ms. Thomas became an art teacher in the Washington, D.C. public schools. She taught in the same room at a junior high

school for thirty-five years! She loved working with children. Even after she retired in 1960, she invited children from the neighborhood into her home and helped them make puppets and put on shows.

All this time Ms. Thomas lived in the world of art. She got a Master of Fine Arts degree from Columbia University in 1934. She travelled to Europe to study art. In 1943 she helped to found the Barnett Aden Art Gallery in Washington, known for showing new art and as a gathering place for local artists.

Ms. Thomas was constantly working with different kinds of art, trying to find what was right for her. At the age of sixty-nine she succeeded. She began to paint pictures of nature that showed the patterns and colors of the world, especially the brilliant colors. "Color for me is life," she said. One writer said that "her paintings positively sing."

Ms. Thomas was invited to exhibit her work in shows. In 1972 she had a one-person show at two of America's most important art galleries, the Corcoran in Washington, and the Whitney in New York City. Ms. Thomas was delighted that the girl from Columbus, Georgia had come so far and that others admired the work she loved to do. "As long as I can get a stroke to the canvas, I know I'm moving on," she said. Until her death in 1978, Alma Thomas kept moving on. The world is richer for her work.

MAGGIE LENA WALKER (1867 - 1934)

Maggie Lena Walker was a person who got things done. She had good business sense, and she could organize. Because of her great abilities, she became a pioneer; she was the first woman in America to become the president of a bank.

Mrs. Walker's mother was a widow who washed clothes to support her family. Mrs. Walker began helping with the family finances at an early age. She graduated from high school when she was sixteen and became a school teacher. Her real interest, however, was business. She soon began taking courses in business administration. In 1889 she put her skills to work as secretary for the Order of St. Luke in Richmond, Virginia.

The Order of St. Luke was a society for black people. The members paid dues each week and in return, were given money when they needed it to pay for medical bills and funeral expenses. When Mrs. Walker became secretary, the Order was very poor and had few members. Mrs. Walker built up the membership and increased the funds. By 1924 the Order had more than one hundred thousand members.

In 1902 Mrs. Walker persuaded the other directors of the Order that it was time to open a bank where all this money could be kept. When the bank was founded, she became its president. Mrs. Walker wanted the bank to help the black community. She started thrift clubs to encourage children to work and save their money. She taught people how to save money to get a bank loan to buy a house or expand a business.

Mrs. Walker was more than a banker. She married in 1890 and had two sons. A community leader, she organized fourteen hundred women into a council which founded a home for delinquent black girls, and worked with interracial groups to found a community center for Richmond. She was also president of the National Association for the Advancement of Black People in Virginia.

In 1924 the city of Richmond gave a special day to honor Mrs. Walker's achievements and contributions to the city. The chief speaker was the Governor of Virginia. Maggie Lena Walker had made herself a place in history.

MADAME C. J. WALKER (1869 - 1919)

Sarah Breedlove Walker was not born with a silver spoon in her mouth. She lost her parents when she was six years old. She was married at fourteen and a widow with a child to support at twenty. After her husband's death she made a living washing clothes for other people. Yet when she died she was the millionaire owner of a successful business she had created all by herself.

Eighty years ago most black people felt they had to straighten their hair when they dressed up. They did it by ironing their hair with a flat iron. In 1905 Mrs. Walker invented a hair softener and a special straightening comb. Her method was an instant success.

Mrs. Walker then showed that she could be a businesswoman as well as an inventor. She organized the Madame C. J. Walker Manufacturing Company to make her products. She founded the Madame C. J. Walker laboratories in Indianapolis to develop her beauty products. She opened a training school for salespeople and beauticians. Eventually her company employed more than three thousand people, opening up career opportunities for black women who otherwise might not have had a chance in this field.

The "Walker agents" who went door to door all over America were more than salespeople. They taught their customers good grooming and beauty techniques. Mrs. Walker wanted black people to take pride in their looks and cleanliness.

Later Mrs. Walker organized the Walker agents into clubs and gave prizes to the clubs which did the most volunteer work in their communities.

Mrs. Walker gave large sums of the money she earned to schools and charities. Always ready to listen to people's problems, she was eager to help them if she could.

The success of her business meant that Mrs. Walker could afford a good style of living. She owned townhouses in Indianapolis and New York City and a luxurious country mansion. With many of the most famous black people in America as her guests, she became a well known hostess. Sarah Breedlove Walker, once a washwoman, will be remembered as one of the very first American women to become a self-made millionaire.

IDA B. WELLS - BARNETT (1862 - 1931)

Ida B. Wells-Barnett showed early in life that she knew her own mind. When she was sixteen years old, both of her parents died, and friends wanted to parcel her younger brothers and sisters out to various families. Mrs. Wells-Barnett refused, saying she could care for them herself.

She left school and took a teaching job at a one room country school. Several years later, when her brothers and sisters were growing up, she went to teach in Memphis, Tennessee. In her spare time she attended classes and went on educational trips. In 1887 she began to write articles for newspapers. She found she liked writing and was good at it. She was offered a job as editor and part owner of a black newspaper in Memphis. However, she soon lost her teaching job for writing articles about how poor the black schools in Memphis were.

In 1891 her close friend and two other black businessmen were murdered by a white mob because their store was taking business from a white-owned store. (This kind of murder is called lynching, and it happened often in the South in those days.) Everyone knew who the murderers were, but no effort was made to arrest them. Mrs. Wells-Barnett wrote an article saying that black people should leave Memphis because the law did not protect them.. At least two thousand did go and some white businesses were hurt. Another anti-lynching article she wrote gave her enemies an excuse to wreck her office and the

press while Mrs. Wells-Barnett was out of town. She was warned never to return to Memphis again.

Instead she went to New York City to write for a famous black newspaper. In 1893 and 1948 she went to England, speaking to large audiences and urging people there to protest against lynchings. Many famous English people joined anti-lynching societies. English newspapers reported on her speeches, and she sent these clippings to American newspapers and politicians. Soon people in America were paying attention, and famous Americans of all races were speaking out against lynching. The number of lynchings began to drop.

When she came back from England, Mrs. Wells-Barnett moved to Chicago and married Ferdinand Barnett, a lawyer who owned a black newspaper. Until her second son was born, Mrs. Wells-Barnett was editor. Though she then decided to stay home with her children, she often took them with her when she went on speaking trips. She continued to write and organize to help black people until she died in 1931.

Ida B. Wells-Barnett was a woman who knew her own mind and cared more about righting wrongs than about whether she hurt other people's feelings. For this reason, many black and white people thought Mrs. Wells-Barnett spoke out too much. Tney though she was difficult to work with in organizations. Today, however, these differences are forgotten, and Ida Wells-Barnett is remembered as a tireless worker in the cause of justice.

DR. JANE COOKE WRIGHT (1919 -)

Dr. Jane Cooke Wright was born into a medical family, which was also a family of "firsts." Her grandfather was one of the first graduates of Meharry Medical College. Her father was one of the first black graduates of Harvard Medical School and the first black physician appointed to the staff of a New York City hospital. Another relative was the first black graduate of Yale Medical School. Her sister is also a doctor.

For a while Dr. Wright tried to resist a career in medicine. She thought about becoming a painter. After her father pointed out that she probably could not make a living as an artist, Dr. Wright decided to enter the medical field. After graduating from Smith College in 1942, she won a four year scholarship to the New York Medical College. She received her M.D. with honors in 1945 and went on to further training in internal medicine.

When she was fully qualified, Dr. Wright opened an office to practice family medicine. However, she found that it was not quite what she wanted and was glad to go to work in 1949 in her father's cancer research foundation at Harlem Hospital. When he died in 1952, she became director of the clinic.

Dr. Wright had found her life's work. She liked the challenge and felt a constant sense of adventure in research. She tried to find cures and treatment for cancer through surgery, radiation, and chemotherapy. She felt that chemotherapy had the greatest chance of success and devised many experiments to

test different chemicals. "There's no greater thrill than in having an experiment turn out in such a way that you make a contribution," she said.

In 1955 Dr. Wright became Associate Professor of Research Surgery at New York University Medical School and Director of Cancer Chemotherapy at the Medical Center. She continued the family "first" tradition in 1967, when she became the first black woman to be the dean of a medical school at the New York Medical College.

Dr. Wright served on the President's Commission on Heart Disease, Cancer and Stroke under Presidents Kennedy and Johnson. Though the Commission made recommendations, Dr. Wright thinks that not enough is being done about cancer in this country. She argues that if any money were spent on the diagnosis and treatment of cancer, half the people who get cancer could be cured.

While leading this busy professional life, Dr. Wright married and had two daughters, one of whom is <u>not</u> a physician! Dr. Wright believes that medicine is a wonderful career for a woman, saying: "I . . . have had the creative joys of a medical career. I have also had the joys of a family. I cannot think of a better way of life. Because of the challenges, the rewards, and the opportunities for a full and productive future, I would urge young women to consider medicine as a career."

SECTION TWO

Game Activities

		Page
1.	Seek and Find Puzzle.	55
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TO TEACHERS:

The following five game activities can be duplicated as they appear and given to students to complete. Tear the page out and make copies, or copy onto a ditto master for reproducing. The answers to all five games appear at the end of this section.

ACTIVITY 1: SEEK AND FIND PUZZLE

Circle the names of the women listed below in the puzzle.

N	K	E	S	W	A	L	K	E	R	L	N	V
W	E	R	G	A	U	L	T	B	O	S	O	N
X	C	O	N	Q	S	E	D	Y	T	S	S	W
S	I	R	R	A	H	R	T	G	C	N	U	R
A	R	H	C	L	A	R	K	N	O	O	G	I
V	P	J	E	C	M	E	O	N	R	S	R	G
A	B	A	R	N	E	T	T	E	P	I	E	H
G	P	C	V	U	R	Z	A	D	B	R	F	T
E	C	K	D	O	F	O	G	E	H	R	H	W
K	K	S	N	Q	R	U	H	L	V	O	A	T
R	L	O	Y	E	L	T	O	M	M	M	D	P
U	S	N	M	Z	N	V	O	A	P	Z	S	B
B	T	Y	R	R	E	B	S	N	A	H	T	J

1. Clark
2. Love
3. Gault
4. Edelman
5. Hamer
6. Motley
7. Norton
8. Terrell
9. Barnett
10. Walker
11. Proctor
12. Horne
13. Jackson
14. Price
15. Burke
16. Savage
17. Thomas
18. Ferguson
19. Wright
20. Morrison
21. Hansberry
22. Harris

ACTIVITY 2: UNDERSTANDING ACRONYMS

An acronym is a word formed from the initial letters of a name, as "WAC" for Women's Army Corps.

We see and read and hear acronyms all around us in our daily lives. . .banks, schools, even people use acronyms to shorten their titles and names.

Here are some acronyms of organizations that the notable black women in this booklet have been involved with. Write the full title or name for each one in the space provided.

1. NEA _____
2. NAACP _____
3. CDF _____
4. SNCC _____
5. PBS _____
6. WPA _____
7. HEW _____
8. YWCA _____
9. SCLC _____
10. ACLU _____
11. EEOC _____
12. MGM _____
13. HUD _____

ACTIVITY 3: MATCH THE PERSON WITH HER ACHIEVEMENT

A. Augusta Savage
B. Madame C. J. Walker
C. Dr. Ruth B. Love
D. Eleanor Holmes Norton
E. Mary Church Terrell
F. Mahalia Jackson
G. Lorraine Hansberry
H. Septima P. Clark
I. Dr. Angella D. Ferguson
J. Lena Horne
K. Barbara Gardner Proctor
L. Marian Wright-Edelman
M. Constance Baker Motley
N. Mary Hatwood Futrell
O. Maggie Lena Walker
P. Patricia Roberts-Harris
Q. Alma W. Thomas
R. Charlayne Hunter-Gault
S. Toni Morrison
T. Leontyne Price
U. Selma Burke
V. Dr. Jane Cooke Wright
W. Fannie Lou Hamer

_____Worked for a better life for farmers and equal opportunity for women
_____Studied the development of black infants
_____Founded the Highlander Folk School
_____First female federal judge
_____First Black opera singer to appear on TV
_____Spoke fluently in three foreign languages
_____Superintendent of two large school districts
_____Owner of own advertising agency
_____Defended George Wallace in freedom of speech case
_____Founded an art school in Harlem
_____Made a fortune in the Black cosmetics industry
_____Founded the Children's Defense Fund
_____President of NEA
_____Editor and highly acclaimed novelist
_____Founded a bank and was strong civic leader
_____Queen of Gospel singing
_____TV news anchor and PBS correspondent
_____Headed two federal government agencie
_____Dean of a medical school
_____Author of a successful Broadway play
_____Designed the bust of President Roosevelt that was used on the dime
_____Actress and Broadway star
_____Became a noted nature painter late in life

ACTIVITY 4: CALCULATING AGE

Nine of the women in this booklet have died. Calculate how long each one lived and identify each woman from the birth and death dates. (b) = birth (d) = death

1. (b) 1863 (d) 1954

   age: _____ name: _____

2. (b) 1892 (d) 1978

   age: _____ name: _____

3. (b) 1869 (d) 1919

   age: _____ name: _____

4. (b) 1867 (d) 1934

   age: _____ name: _____

5. (b) 1917 (d) 1977

   age: _____ name: _____

6. (b) 1862 (d) 1931

   age: _____ name: _____

7. (b) 1911 (d) 1972

   age: _____ name: _____

8. (b) 1900 (d) 1962

   age: _____ name: _____

9. (b) 1930 (d) 1962

   age: _____ name: _____

ACTIVITY 5: SCRAMBLE GAME

The scrambled letters below will spell the last names of the notable Black women that are in this booklet.

KLCAR _____

VOLE _____

RFULLET _____

NAMELDE _____

MAEHR _____

LTEYOM _____

ORNNOT _____

ELRERLT _____

RETTNAB _____

ERKALW _____

COORPTR _____

REOHN _____

SAKCONJ _____

CRIEP _____

KUREB _____

EVASGA _____

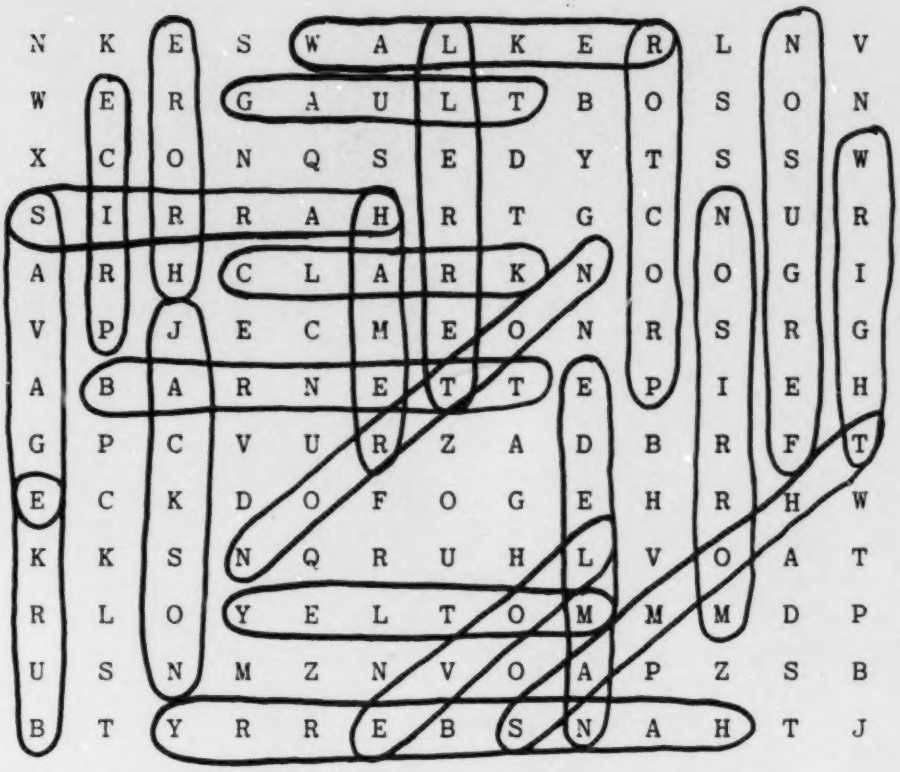
SHTOAM _____

GNORSEUF _____

NSIORMRO _____

ACTIVITY 1: SEEK AND FIND PUZZLE

Circle the names of the women listed below in the puzzle.


N K E S W A L K E R L N V
W E R G A U L T B O S O N
X C O N Q S E D Y T S S W
S I R R A H R T G C N U R
A R H C L A R K N O O G I
V P J E C M E O N R S R G
A B A R N E T T E P I E H
G P C V U R Z A D B R F T
E C K D O F O G E H R H W
K K S N Q R U H L V O A T
R L O Y E L T O M M M D P
U S N M Z N V O A P Z S B
B T Y R R E B S N A H T J

1. Clark
2. Love
3. Gault
4. Edelman
5. Hamer
6. Motley
7. Norton
8. Terrell
9. Barnett
10. Walker
11. Proctor
12. Horne
13. Jackson
14. Price
15. Burke
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17. Thomas
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ACTIVITY 2: UNDERSTANDING ACRONYMS

An acronym is a word formed from the initial letters of a name, as "WAC" for Women's Army Corps.

We see and read and hear acronyms all around us in our daily lives. . .banks, schools, even people use acronyms to shorten their titles and names.

Here are some acronyms of organizations that the notable black women in this booklet have been involved with. Write the full title or name for each one in the space provided.

1.	NEA	National Education Association
2.	NAACP	National Association for the Advancement of Colored People
3.	CDF	Children's Defense Fund
4.	SNCC	Student Non-Violent Coordinating Committee
5.	PBS	Public Broadcasting System
6.	WPA	Works Progress Administration
7.	HEW	Health, Education & Welfare
8.	YWCA	Young Women's Christian Association
9.	SCLC	Southern Christian Leadership Conference
10.	ACLU	American Civil Liberties Union
11.	EEOC	Equal Employment Opportunity Commission
12.	MGM	Metro Goldwyn Mayer
13.	HUD	Housing and Urban Develcpment

ACTIVITY 3: MATCH THE PERSON WITH HER ACHIEVEMENT

A. Augusta Savage
B. Madame C. J. Walker
C. Dr. Ruth B. Love
D. Eleanor Holmes Norton
E. Mary Church Terrell
F. Mahalia Jackson
G. Lorraine Hansberry
H. Septima P. Clark
I. Dr. Angella D. Ferguson
J. Lena Horne
K. Barbara Gardner Proctor
L. Marian Wright-Edelman
M. Constance Baker Motley
N. Mary Hatwood Futrell
O. Maggie Lena Walker
P. Patricia Roberts-Harris
Q. Alma W. Thomas
R. Charlayne Hunter-Gault
S. Toni Morrison
T. Leontyne Price
U. Selma Burke
V. Dr. Jane Cooke Wright
W. Fannie Lou Hamer

W Worked for a better life for farmers and equal opportunity for women
I Studied the development of black infants
H Founded the Highlander Folk School
M First female federal judge
T First Black opera singer to appear on TV
E Spoke fluently in three foreign languages
C Superintendent of two large school districts
K Owner of own advertising agency
D Defended George Wallace in freedom of speech case
A Founded an art school in Harlem
B Made a fortune in the Black cosmetics industry
L Founded the Children's Defense Fund
N President of NEA
S Editor and highly acclaimed novelist
O Founded a bank and was strong civic leader
F Queen of Gospel singing
R TV news anchor and PBS correspondent
P Headed two federal government agencies
V Dean of a medical school
G Author of a successful Broadway play
U Designed the bust of President Roosevelt that was used on the dime
J Actress and Broadway star
Q Became a noted nature painter late in life

ACTIVITY 4: CALCULATING AGE

Nine of the women in this booklet have died. Calculate how long each one lived and identify each woman from the birth and death dates. (b) = birth (d) = death

1. (b) 1863 (d) 1954

   age: 91 name: Mary Church Terrell

2. (b) 1892 (d) 1978

   age: 86 name: Alma W. Thomas

3. (b) 1869 (d) 1919

   age: 50 name: Madame C. J. Walker

4. (b) 1867 (d) 1934

   age: 67 name: Maggie Lena Walker

5. (b) 1917 (d) 1977

   age: 60 name: Fannie Lou Hamer

6. (b) 1862 (d) 1931

   age: 69 name: Ida B. Wells-Barnett

7. (b) 1911 (d) 1972

   age: 61 name: Mahalia Jackson

8. (b) 1900 (d) 1962

   age: 62 name: Augusta Savage

9. (b) 1930 (d) 1962

   age: 32 name: Lorraine Hansberry

ACTIVITY 5: SCRAMBLE GAME

The scrambled letters below will spell the last names of the notable Black women that are in this booklet.

KLCAR	CLARK
VOLE	LOVE
RFULLET	FUTRELL
NAMELDE	EDELMAN
MAEHR	HAMER
LTEYOM	MOTLEY
ORNNOT	NORTON
ELRERLT	TERRELL
RETTNAB	BARNETT
ERKALW	WALKER
COORPTR	PROCTOR
REOHN	HORNE
SAKCONJ	JACKSON
CRIEP	PRICE
KUREB	BURKE
EVASGA	SAVAGE
SHTOAM	THOMAS
GNORSEUF	FERGUSON
NSIORMRO	MORRISON

SECTION THREE

Writing Activities

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TO TEACHERS:

The following five activities provide several topics or ideas for students to use as writing exercises. Examples are given for your use, but there are no "right" or "wrong" answers for these activities.

ACTIVITY 1: NOTABLE WOMEN IN YOUR COMMUNITY

Read the first entry in this booklet on Mary Mace Spradling with your students.

Mary Mace Spradling is a woman who lives and works in Kalamazoo, Michigan. She may never achieve great fame or recognition like many of the women in this booklet, but she has made an important contribution to black history with her work as a librarian and author, and so she certainly can be considered a "notable black woman."

Have each student identify a black woman in your community or neighborhood who has done something helpful or important in her life. Arrange to meet and interview her and prepare a 1-2 page biography of her to share with the class. Use these questions for your interview. Students may wish to work in pairs, and use a tape recorder if one is available.

1. When were you born?
2. Where did you grow up?
3. What is your family background?
4. Where did you go to school?
5. What have you done to help people?
6. Why have you done these things?
7. What recognition have you gotten for your work?
8. Why is it important to you to do this work?
9. Have you had any advantages or disadvantages because you are female? Because you are black?
10. What advice can you give to students today about being successful in our work and our lives?

ACTIVITY 2: FOCUS ON CAREERS

The women in this booklet are or were involved in a variety of different careers: law, education, art, writing, music. Have each student select one of the career areas below and write a short essay in answer to any one or more of the questions.

1. TEACHING - Several of the women in this booklet made a lifetime profession of teaching. Why do teachers belong to a union? What did the women in this booklet teach? What has an organization like the NEA done to improve schools and jobs for teachers? What do you believe to be important skills for a teacher to have?

2. MEDICINE - The female doctors in this booklet are dedicated to curing illnesses and helping people in need. What kind of research did the two female doctors in this booklet do? If you were studying to become a doctor, what area of medical practice would you be interested in? Why?

3. WRITING - Women in this book have achieved fame for several types of writing: novels, plays, advertising, and television reporting. Why would listening to other people help you become a good writer? What kinds of things would you write about?

ACTIVITY 2 (continued)

4. ART - Artists seem to travel a lot, visiting other countries in other parts of the world. How would this travelling help you in an artistic career? What are some jobs that require the skills of an artist? Where do you see the results of artists' work around you?

5. JOURNALISM - A journalist is often said to have a strong sense of "curiousity." Why do you think this characteristic is important to become a journalist? How is journalistic writing different from creative writing?

6. LAW - Several women in this booklet have law degrees, but do different kinds of jobs. What kinds of things would you be interested in doing as a lawyer? Why is it important to have lawyers help people in need?

ACTIVITY 3: CONTRAST IN "ROOTS"

Discuss the concept of roots and heritage with the class. Everyone has her/his own "roots" which are unique to every person. Share some of your own "roots" with the class: where you were born, where you grew up and went to school, your family history, and so on. Ask the students to talk about their own "roots" also.

The women in this booklet all came from a variety of social, economic, and family backgrounds, ranging from the very poor and uneducated, to wealthy, well-educated families. Their "roots" may have been very different, yet they all were successful in their lives.

Divide the class into two groups and give each group one of the descriptions below to read:

GROUP ONE

Several of the women in this booklet lacked an education or came from a poor or disadvantaged family background. Despite this, each one was able to succeed. Example: Fannie Lou Hamer came from a family of slaves, and worked on a plantation. She lost her job because of her efforts to urge black people to register and vote. She was arrested, beaten, and shot at, but she continued with her work. Yet, Fannie Lou Hamer worked hard all her life to see that women, blacks and the poor were given equal treatment under the law.

ACTIVITY 3 (continued)

GROUP TWO

Several of the women had a lot of social and economic advantages, and these advantages may have helped to contribute to their success. Example: Dr. Jane Cooke Wright came from a very successful family of doctors, and was provided every opportunity to study medicine and become a successful doctor. She used her skills in medicine to study cancer and try to find cures for this fatal illness.

ASSIGNMENT

Have each student select one woman from the booklet who falls into the category described, and list several characteristics or qualities that each woman has or had that helped her to succeed in her work. Compare those characteristics or qualities that seem to be common to both categories of women. Examples: hard working, stubborn, determined, strong in her convictions, ambitious, and so on.

As a class, discuss these qualities and how they apply to these notable black women regardless of their different "roots."

ACTIVITY 4: WHAT IS YOUR OPINION?

Divide the class into pairs or teams of two or three. Give each "pro" team and each "con" team one of the following issues. Have each pro and con team answer the question for their issue together. Then have the pro and con teams split and prepare an opinion on it. The presentation should be done in the form of a "debate" with each team presenting its opinion and telling why it is so.

ISSUE 1

Some people, like Marian Wright-Edelman, believe that children should be given rights much like blacks, women and other adult groups. QUESTION: What rights would children need to have if they were supported as a group?

Team A: Children should have these kinds of rights. (PRO)

Team B: Children should not have rights like these. (CON)

ISSUE 2

Lena Horne refused to take movie roles that portrayed her as a maid. Some black Hollywood actresses were angry about her stand. QUESTION: What are the kinds of roles you see blacks portraying in movies and on television?

Team A: Television and movie roles give a positive portrayal of blacks. (PRO)

Team B: Television and movie roles give a negative portrayal of blacks. (CON)

ACTIVITY 4 (continued)

ISSUE 3

Barbara Proctor set high standards for TV commercials that she wrote as an advertising executive. QUESTION: What are the ingredients of a good TV commercial?

Team A: TV commercials are necessary and effective. (PRO)

Team B: TV commercials are harmful and should be carefully written. (CON)

ISSUE 4

Mahalia Jackson only wanted to sing gospel songs, and refused to sing the popular music of the day, "the blues" . QUESTION: What messages does today's popular music give?

Team A: Popular music gives positive messages. (PRO)

Team B: Popular music gives negative messages. (CON)

ISSUE 5

Madame C. J. Walker provided opportunities for blacks to work in a "direct sales" situation with her company. QUESTION: Why are products sold in this way?

Team A: There are many advantages to selling products this way. (PRO)

Team B: There are few advantages to selling products this way. (CON)

ACTIVITY 5: INTERPRETATION OF A DREAM

Read the poem by Langston Hughes which appears below. This poem was an inspiration to Lorraine Hansberry, who wrote an award winning play called A Raisin in the Sun. Perhaps she had a dream to fulfill and was successful when she became a writer.

What happens to a dream deferred?
  Does it dry up like a raisin in the sun?
Or fester like a sore - and then run?
  Does it stink like rotten meat?
Or crust and sugar over - like a syrupy sweet?
  Or maybe it just sags like a heavy load.
Or does it explode?

- Langston Hughes

Using the women in this booklet, talk about what some of their dreams were, and how their dreams were realized, using this poem as a basis for discussion.

Examples:

- Lena Horne may have had her dreams "deferred" when she refused to act in the roles of servants in movies. She could have been a star earlier, but waited until she became famous through her own style and realized her dreams then.
- Charlayne Hunter-Gault's dream to become a journalist might have sagged "like a heavy load" because of the problems she had getting into college, and the treatment she received while at school. Her dream did "crust and sugar over," though, and now she is a noted television correspondent.

SECTION FOUR

Expanded Uses of Notable Black Women

The following list of activities involve ideas for further use of the information in this booklet. These ideas can be incorporated into other teaching units such as art, geography, history, and government.

- Using the birthdates of the women in the booklet, construct a timeline which charts the lives of these women, and include other significant dates of historical importance.

- Select one woman in this booklet and do further research on her life and her contributions to society. Write a research report about the person.

- Make a booklet of other women who have been identified as "notable" in the community or society today. Collect information on each individual to add to this booklet or make a new booklet like this one.

- Write a four or five sentence description of each of the women in this booklet on an index card. Have each student read, out loud, the description of one women individually, while students try to guess which woman is being described.

- Using a map of the United States, locate the birthplace of these women with push pins or colored markers. Talk about the concentration of women coming from the South, and why this is so.

- Collect newspaper clippings and magazine articles that focus on women who have done important things, and make a scrapbook with the information.

- Conduct a simple survey to determine where black women appear on TV, and in movies. Keep a regular log or diary of new shows or movies that include black women, and share the information with the class.

- 1984 is a presidential election year, and there is a black candidate for the democratic nomination (Jessie Jackson.) Ask students to identify black women who are involved in politics and talk about the possibilities for women to run for high political office.

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EVALUATION
NOTABLE BLACK WOMEN

TO THE TEACHER:

If you used these materials in your classroom, please take a few moments to answer these questions.

1. Did you use material from all sections of the publication?

( ) Yes ( ) No

2. If no, from what sections of the publication did you draw information?

( ) Section One (biographies) ( ) Section Three (writing)

( ) Section Two (games) ( ) Section Four (ideas)

3. What did you find least useful in the publication?_____

_____

_____

4. How did you use this material with students? (Check all that apply)

( ) I read out loud to class
( ) Students read out loud to class
( ) Students read individually (required by teacher)
( ) Students read individually (pleasure reading)
( ) Students used games in the booklet
( ) Students used writing activities in the booklet
( ) Students used other ideas in the booklet
( ) Other (please be specific)_____

_____

5. What grade to you teach?_____

6. Do you have any suggestions to revise the format or content of Notable Black Women?_____

_____

_____

7. What is your opinion of the quality of this material?_____

_____

INSTRUCTIONS FOR MAILING: The return address of the Office for Sex Equity is printed on the reverse side of this sheet. Simply fold the sheet so that the return address is visible, then mail. Thank you.

Michigan Department of Education
Office for Sex Equity ATTN: NBW
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Lansing, MI 48909